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ABSTRACT

For several years, the Eloy Elementary Schools have had a retention-failure pattern among a group of children consistently dominated by migrant children. After an investigation, the inability to profit from reading instruction was found to be one of the many factors contributing to this pattern. The lack of the ability to use the English language was felt to be a prime cause of this reading deficiency since migrant children are consistently confronted with the necessity to read in a foreign language. Reading is an extension of a child's language, and his language is an outgrowth of his experiences. Thus, it was thought, at the Eloy Elementary Schools, that an attempt should be made to extend these children's experiences in order to further develop their English language competency. "The Eloy Story" describes the "language-experiences" of the Eloy migrant children during summer school. The "language-experiences" described include experiences such as eating breakfast and lunch together, swimming, and taking short, daily field trips; group interaction activities; sense awareness; language activities; and group committee work. Also discussed in "The Eloy Story" are the preservice and inservice training of the personnel and the subjective, objective, oral language, and oral language growth evaluations of the program. (NQ)

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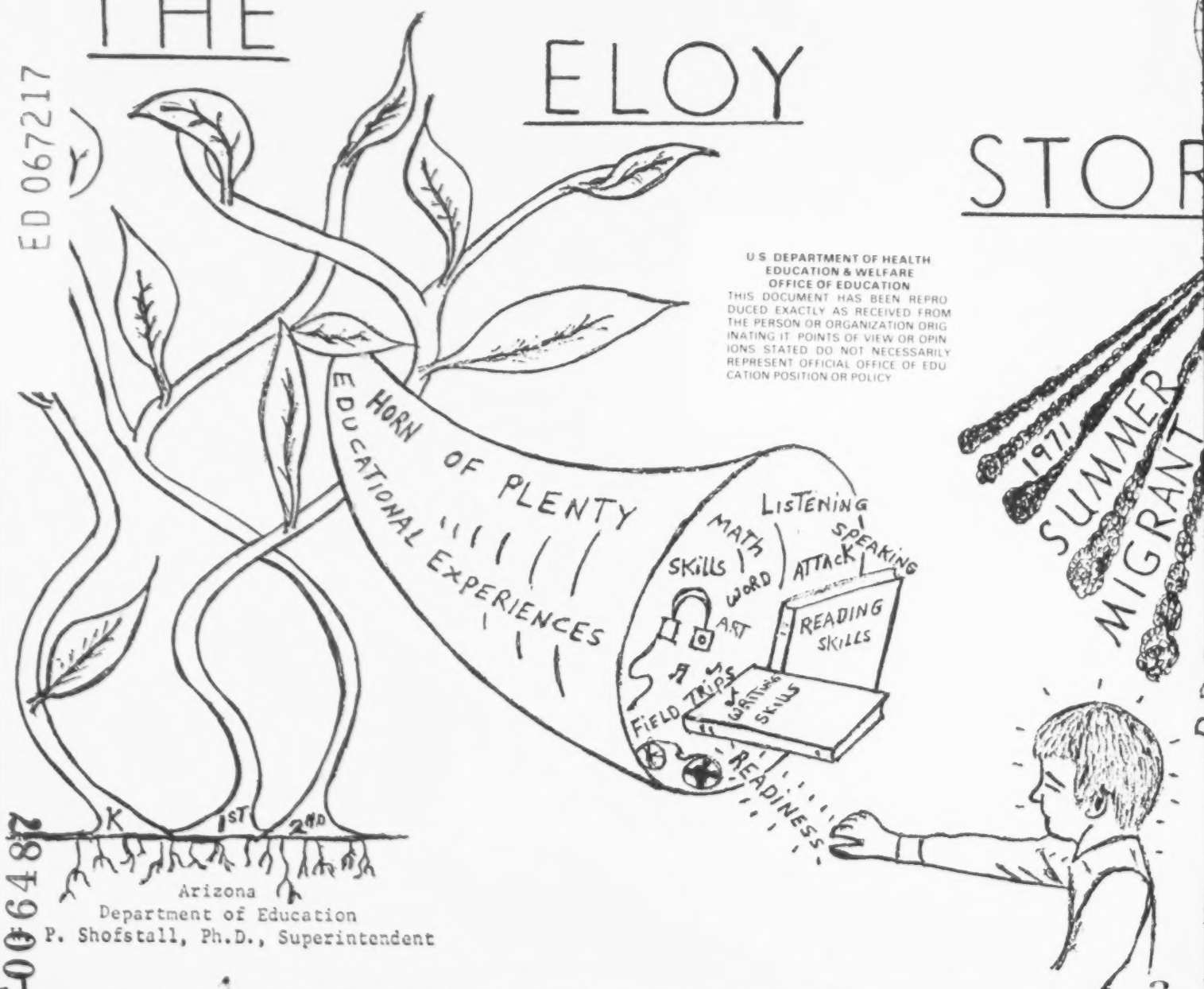

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A REPORT FROM THE ELOY ELEMENTARY SCHOOL SUMMER MIGRANT PROGRAM FOR KINDERGARTEN THROUGH SECOND GRADE LEVEL CHILDREN

Prepared and submitted by:

Dan M. Baxley, Consultant
READING CENTER
ARIZONA STATE UNIVERSITY

With the able assistance of:

Max Hinton, Principal
CURIEL ELEMENTARY SCHOOL
ELOY, ARIZONA

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A C K N O W L E D G E M E N T S

WITHOUT THE FULL COOPERATION FROM THE FOLLOWING, THE ELOY STORY WOULD NOT HAVE EXISTED:

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The Administration and Faculty of
ELOY SCHOOL DISTRICT NO. 11

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PREFACE

An investigation of the retention-failure patterns of the children attending the Eloy Elementary Schools for the past several years identified a group consistently dominated by migrant children. Certainly, there are many factors which have contributed to this situation, not the least being the inability to profit from reading instruction. It was felt that a prime cause of this reading deficiency was the lack of ability in the use of the English language. The migrant child was consistently being confronted with the necessity to read in a language which is foreign to him. Consequently, his first educational experiences in the school situation were fraught with severe frustration...a frustration which eventually would lead him away from the school environment...away from an opportunity to break the bonds of poverty.

Since reading is an extension of the child's language, and since the child's language is an outgrowth of his experiences, it was felt that attempts should be made to extend the migrant child's experiences and further develop his competency with the English language. The full development of these two areas would then enable him to profit from the reading instruction he would eventually receive.

The Eloy Story then, is an attempt to describe the "language-experiences" in which the Eloy migrant children were involved...experiences which apparently were appropriate for their needs.

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PRE-SERVICE AND IN-SERVICE TRAINING

One month before the beginning of the summer program, a one-half day meeting was held with the teachers by the consultant. The purpose of the meeting was to establish the theme of the summer program and to determine what physical facilities would be needed to implement the theme. At this time, extensive use of other states' migrant education publications was made to help orient the teachers to the needs of the population to be worked with in the summer program. Materials found to be valuable in this respect were those dealing with teacher aides, field trips, scheduling, migrant needs and school-community involvement. The teachers and aides were given an indication of the topics to be covered in the two day workshop which was to follow in one month. This enabled them to develop some ideas pertinent to the areas to be covered in the workshop.

One week previous to the summer program, a two-day workshop was held for all personnel concerned with the instructional aspect of the summer program. Included in the workshop were demonstrations, lectures, discussions and video tapes about the following topics: (1) Room Organization, (2) Unit Planning, (3) Individual Conferences, (4) Record Keeping, (5) Informal Methods of Evaluation, (6) The Migrant Child, (7) Use of Teacher Aides and other Support Personnel and (8) Materials to be Used in the Summer Program. Continuous weekly visits were then made by the consultant to aid in the effective implementation of the program.

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Based on the premise stated in the preface that reading is an extension of language, and language an outgrowth of experience, the summer program was built around enjoyable experiences and discussion about those experiences. THE FLOY STORY contains a description of (1) those experiences and (2) the related language activities.

EXPERIENCES

Breakfast: Each day every child was given a breakfast consisting (at various times) of eggs, pancakes, sausages, bacon, toast, honey, orange juice, doughnuts and milk. Breakfast was served in a lunch room especially decorated and designed for comfortable dining. On the walls were brightly colored posters depicting various basic foods. Seating was arranged so that small groups of not more than five students sat with one adult. Teachers and aides remained with the children throughout the meal encouraging the children to eat all of their food. Hesitancy soon melted away and it wasn't long until all children were eagerly anticipating this aspect of the summer school "experience" program.

Swimming: Each day all the children were taken by bus to the city swimming pool where they received both instruction in swimming and the opportunity to engage in free play. The children received a lot of exercise which tended to encourage good eating habits at the lunch period which followed. In the first days of the program, the children were hesitant about entering the water. Within a few days though, the children were like little ducks

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in a pond...splashing around and swimming all over the place. According to the children, the most exciting aspect of the swimming program was the gift to each child of a brightly colored bathing suit and towel. This prevented the all too often incident where a child is very embarrassed because he cannot afford to purchase adequate wearing apparel. A special effort was made to purchase the most colorful outfits possible...a concept which permeated every aspect of the Eloy summer program...the inclusion of rich color in every possible way.

Getting ready to go to the pool.

A swimming lesson in the small pool.

Another aspect of the summer program, constant supervised language activity, was aided by the involvement of the faculty in the swimming program. Instead of simply supervising from a bench, they usually stayed in the water with the children.

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Lunch: Each day every child received a Class "A" lunch. Food was chosen for (1) its nutritional value, (2) its color, and (3) its taste. An example of a week's menu is as follows:

Monday:	Macaroni and Cheese Spinach Carrot Sticks Texas Drop Cookies Chocolate Milk
Tuesday:	Hamburger Pattie on Bun Mustard, Lettuce and Pickle French Fries and Catsup Apple Sauce Cake Milk
Wednesday:	Sandwich for Field Trip Potato Chips Fresh Apple Cup Cake Milk (All in individual paper bags.)
Thursday:	Fried Chicken Potato Salad Green Beans Red Fruit Jello Milk
Friday:	Hamburger and Rice Balls in Tomato Sauce Green Salad Hot Rolls, Butter and Honey Ice Cream Chocolate Milk

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shows that ample opportunity existed during the lunch period for the children to utilize all of the five senses. Again, eating-social groups were kept small to facilitate effective use of the lunch period for the development of both language concepts and good eating habits. The children were encouraged to relax and take their time while eating. Instead of the typical fifteen-minute eating period which children are usually allowed, a full thirty-minute eating-socializing period was encouraged. This allowed the adult supervisor ample time to adequately supervise the eating habits of each child.

Teacher aide and students eating.

Field Trips: Attempts were made to take daily short field trips. It was felt that there existed a wealth of experiences which could be explored in the vicinity of the school. Some examples were:

(1) A walking trip to the various school-related facilities such as the auditorium (where each child was allowed to stand on the stage and make noises, move curtain, etc.,) and the band room (where they were allowed to touch and play several musical instruments).

(2) A walking trip to the grocery store where the children as a group viewed various foods. Some items were purchased and brought back to the classroom to be touched, tasted,

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smelled, and closely viewed. Contrasting concepts were developed concerning colors, taste, size, etc. Items with seeds were examined and some seeds were planted. This allowed for actual observation of some aspects of the plant growth cycle.

(3) A walking trip through the neighborhood where natural growth was compared for size, color, and texture.

(4) A walking trip to the city hall where the children observed the processes involved in city government such as the judicial system, police and fire departments, and the administrative departments.

(5) A walking trip to a new house under construction, where children were allowed to pick up various items and bring them back to the classroom.

Looking at colors, shapes and things.

(6) A walking trip to a garden where they were allowed to pick flowers and strawberries.

Extended field trips were also a part of the "experience" aspect of the five-week program. It was felt that in order to give the children many of the experiences typically found in reading materials, extended trips would have to be made to other

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parts of the state of Arizona. Descriptions of these extended field trips are as follows:

(1) A sixty-mile trip to the Arboretum where the children were allowed to explore a variety of rock, water and plant formations. The Arboretum is a University of Arizona sponsored establishment where the public is allowed to view various aspects of nature, and if preferred, hear lectures about the displays. On this and all other extended field trips the children carried their own individual sack lunches which were eaten picnic style at the site of the field trip. The Arboretum is nestled in a small mountain valley overlooking the desert floor and thus provided for a wide variety of new experiences for the children.

Inside the Arboretum Greenhouse

(2) A seventy-mile trip to the Colossal Caves near Tucson, Arizona, where the children were taken on a guided tour of a very extensive network of underground caves. Again, the children were exposed to a fantastic array of natural phenomena totally

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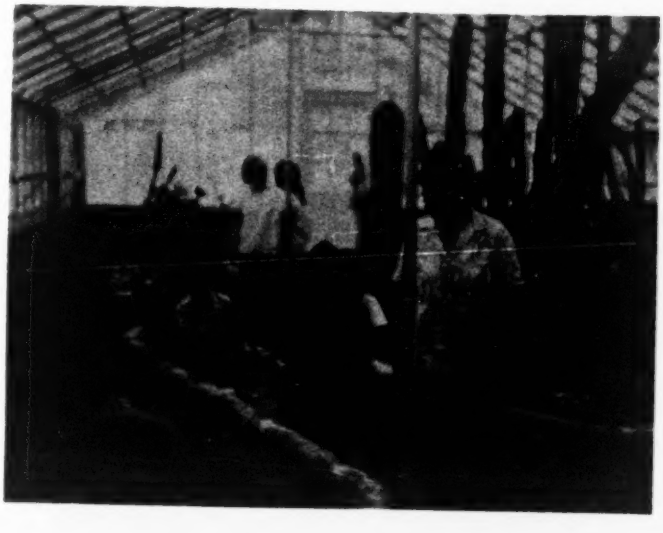

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Picnic at the cave.

(3) A fifty-mile trip to the Randolph Park Zoo in Tucson, Arizona, where the children had opportunities to view and feed many animals. The children were able to take a hike up a mountain and see animals running in their natural habitat. They saw and asked questions about trees and animals that they now will find in their school books...books that now will contain words which they will be able to relate to.

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GPOUP INTERACTION ACTIVITIES

Making a decision.

Constant efforts were made to involve the children in activities where involvement with their peers was a requirement. The adult supervisors (teachers and aides) were consistently on the alert for the child who tried to withdraw from group situations. It was considered necessary for all children to be involved in group activities where conversation and social interaction were required on the part of every child. Ability to function in this type situation was considered a must for the migrant child, if he was to survive in a typical school environment. A visit to the Curiel School playground would find children consistently involved in such activities.

Learning to play together.

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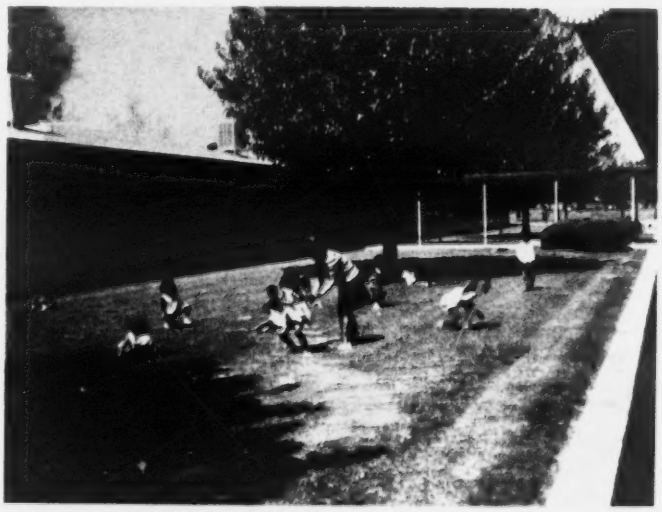

Learning to play together.

Sense Awareness: Many of the planned experiences during the summer program involved the development of an awareness of the use of the various sense modalities and the ability to use the input of the information to develop concepts which would tend to support expanding language development. Some examples of the above were: (1) Tasting various foods and rating them as to contrasting qualities such as sweet/sour, strong/mild, etc. Examples of substances tasted were fresh cherries, plums, homemade ice cream (made at school), lemons, apples (bobbed for--then eaten), popcorn (popped at school), pretzels, rock candy and Kool-aid. (2) Covering children's eyes and having them determine the varying degrees of smoothness/roughness of objects; (3) identification of substances common to their environment through only the sense of smell; (4) categorizing various objects according to size, shape, color, etc., through the use of the eyes; and (5) listening to various sounds to determine source, pitch, and loudness.

There were many other experiences which probably would be considered miscellaneous in nature. While in the classroom, the children were given experience in activities in which classroom teachers often assume that the child has been involved (those which the migrant child has often missed). Examples of some of these were coloring, painting, pasting, cutting with scissors, running film-strip projectors, turning the lights on in the room, and looking at mirrors. Some outside experiences included running down steep hills, climbing stairs, climbing hills, taking hikes, walking leisurely down wooded paths,

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watching streams of water, feeling moss, sitting in the cab of a fire truck, and more and more. Now, hopefully, these children are filled with new experiences that they can converse with each other about, and which they will meet in their books. Now, maybe, school can be a fun place.

LANGUAGE ACTIVITIES

The language activities of the summer program can be classified into two groups, those of an incidental nature (occurring during or just following a successful experience), and those that were an integral part of the learning units. During all of the "experience" activities concerted effort was made by the faculty at Curiel to "keep the kids talking." The children were constantly urged to compare and contrast various aspects of their experiences. While riding in the school bus, conversation would be elicited about how the road goes up and down and how it curves. While eating, the children were encouraged to talk about their food. While playing games, the children discussed purposes and directions for the games. Songs were sung and poems were recited in unison. The children were always encouraged to speak in complete sentences. Pictures were drawn about their experiences and were explained by the child. As one can readily see, use of the English language in complete meaningful sentences was a consistent demand on the child. Full-size mannequins were used successfully to encourage the children to talk. This activity lended

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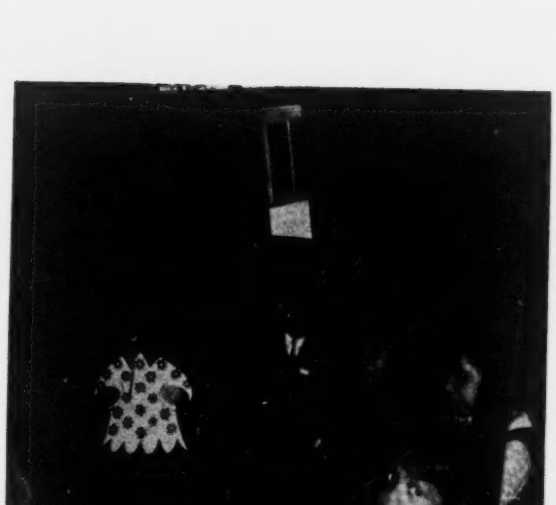
readily to short impromptu plays. The girls in one class learned to do a hula dance and sing a song. They loved it! An Indian Pow-Wow was held where each "Indian" passed around the "Peace Pipe" and made appropriate comments while beating on drums.



And mommy said...

Hula girls doing their thing.

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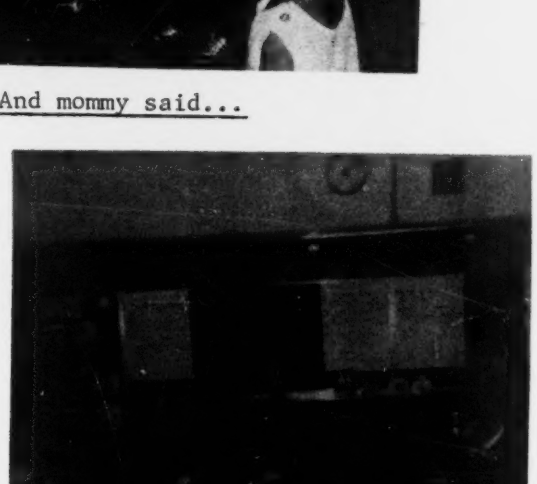

Heap big Pow-Wow.

32

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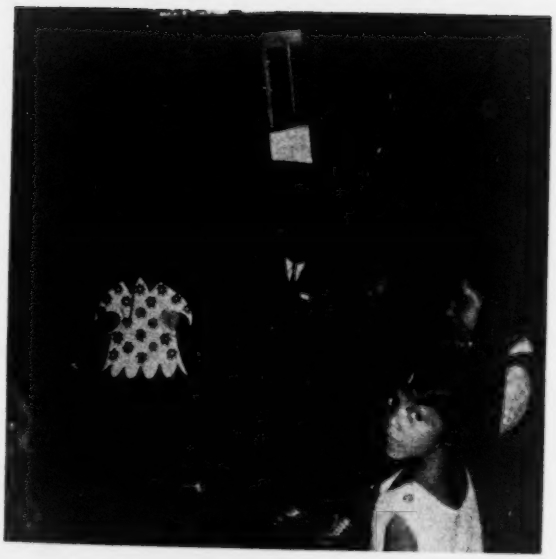
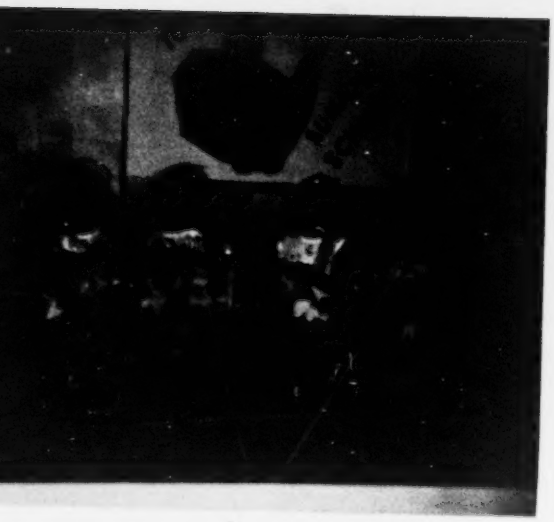
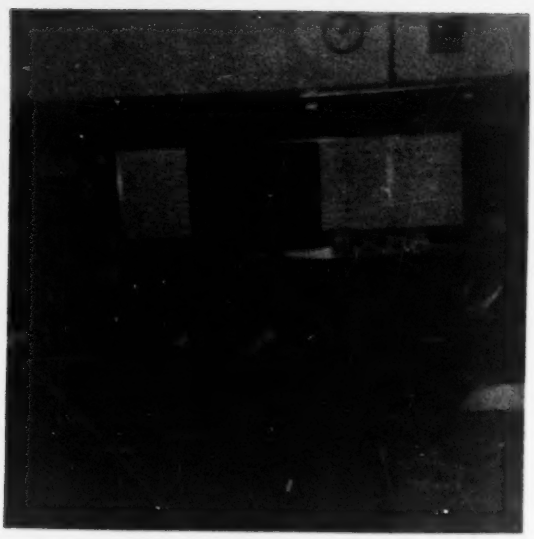


And mommy said...

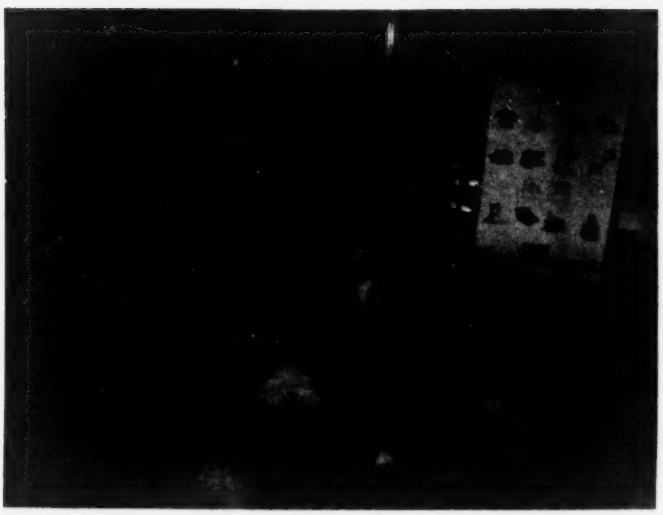


la girls doing their thing.



Heap big Pow-Wow.

Story time was always a favorite time of day, especially when the story was about some aspect of a field trip.



A committee hard at work.

Group-Committee Work: The learning unit was the consistent instructional tool used in the program to provide for planned language growth. Classes typically worked from one to two weeks on a specific unit, utilizing committee type activities to accomplish learning tasks. A specific topic such as Plant Growth or Community Helpers would be chosen as the unit theme and committees would be selected to work on various aspects of

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A little help goes a long way.

Working on a "Taste" unit.

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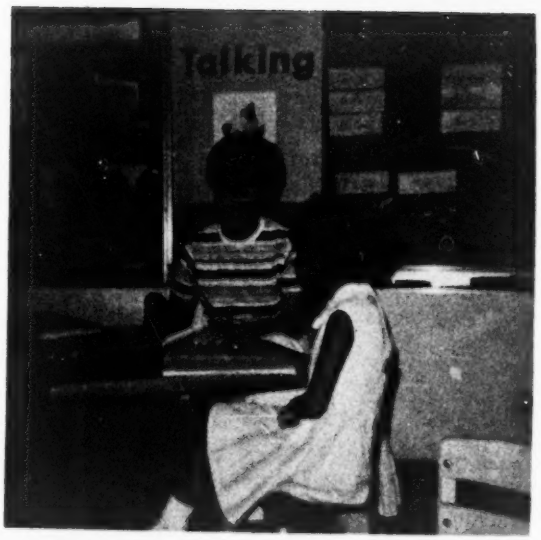
To establish the concept that reading is simply language written down, "Language-Experience" charts were developed by individual children, especially at the lower levels. In one class, the teacher, at the end of the week, would have each child or committee of children tell her what they had done during the week. The teacher would then write this down on experience-chart paper and the child or committee of children would draw pictures depicting the situation. In another classroom children would draw pictures depicting a scene and the teacher would then transcribe their story about the picture onto the chart. Some classes developed books of language experience charts, which became reading material for the whole class. In another class, the teacher would have the children tell what they expected to see on a field trip. She would write this down on experience paper, the children would supply the illustrations, and then after the trip, the material would be evaluated for accuracy of predictions. Since the purpose of the summer program was to better equip the migrant child



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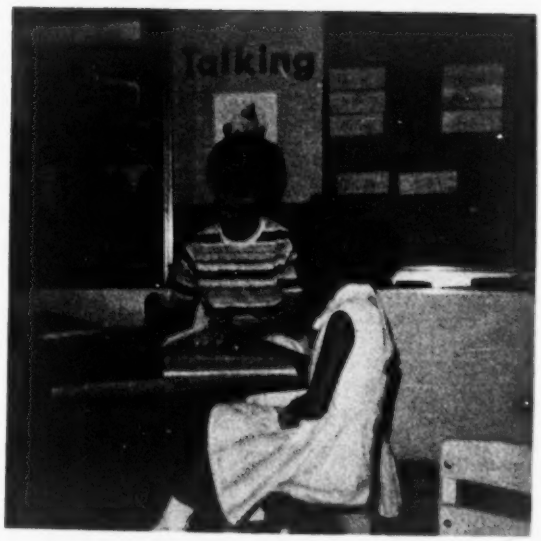

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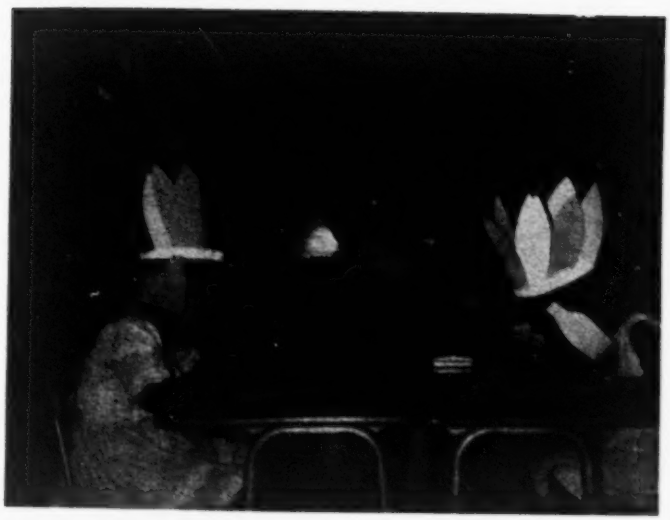

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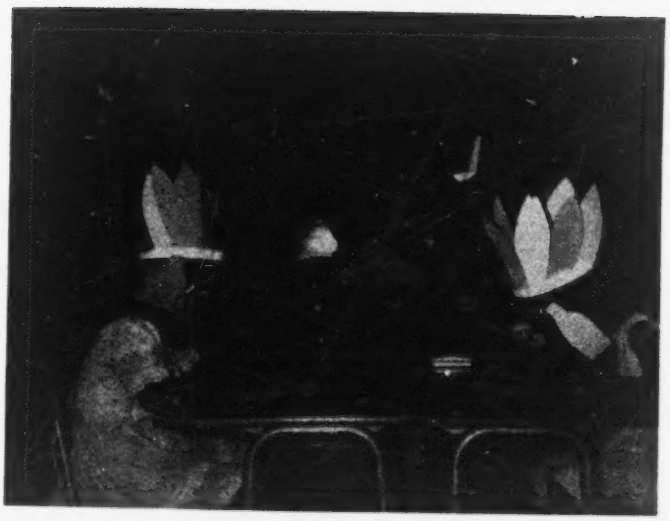

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EVALUATION

Subjective Evaluation: Was the program successful in light of previously stated goals? This question can in part be answered by statements from various personnel of the school.

From an aide..."And I mean it, I never heard him speak English like that. I've never heard him speak English!"

From a teacher..."When we use the hand puppets now, they talk very well. Before, they could hardly talk. I've seen a lot of language development."

From a teacher..."Well, they're finally doing it. My children are wanting to look at books more than anything else. When I read a story, they get excited about the story and all begin to beg me to let them have the book."

From a teacher..."There has been a lot of language growth. There has also been a tremendous change in their self-concept. They are more independent now. They don't mind working alone."

In answer to a question posed to a teacher..."How about discipline problems?" "No problem. It's different than I've seen before. The children seem more free. One little boy told his mother that this wasn't like real school. All he did was have fun."

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Monroe presented a scale for evaluating a child's language ability in interpreting pictures. She suggested that pictures be selected in which two or more characters are engaged in some interesting activity and that the pupil be asked to tell what the picture is about. His verbal response is recorded and classified as to level according to the following steps:

Step 1. The child merely shrugs his shoulders and does not reply. He may venture to name some of the objects in the picture, i.e., "dog," "boy," "It's a kitten."

Step 2. The child describes what the characters are doing, i.e., "The dog's jumping up," "The baby's eating."

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Step 4. The child sees the picture as one part of a narrative. He gives relationships of time, place, cause-effect. "The boys are building a bird house. They will put it up in a tree so a bird can build a nest in it."

Step 5. The child reacts to the mood of the picture, perceives the emotional reactions of the characters, and draws a conclusion or evaluates the actions, "This picture's about camping. It's a dark night and the children are kind of scared. They're singing songs around a campfire. Wild animals won't come near a fire."[1]

Monroe postulates that children who have not reached Step 3 or Step 4 on this scale have not developed sufficient language ability to interpret a picture in a primer and rea to the text that accompanies the picture.

It can readily be seen that Monroe's Step 3 is the first step in which the use of a movable occurs. Therefore, one could reason that, until the child has reached a stage of language maturity which includes the use of movables, he does not have sufficient languag ability to succeed in beginning reading experiences--or, said another way, that the use o movables in speech indicates maturity.

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Based on an Aprroximate 15% Random Sample of the Students

Student No.	C.A.	Pre Test		Post Test	
		Total Words	Monroe Level	Total Words	Monroe Level
1	5	21	2	111	5
2	5	30	2	32	4
3	5	21	3	16	3
4	6	5	1	7	3
5	6	27	3	52	4
6	6	32	3	48	4
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	Average	29	2.5	54	4.0

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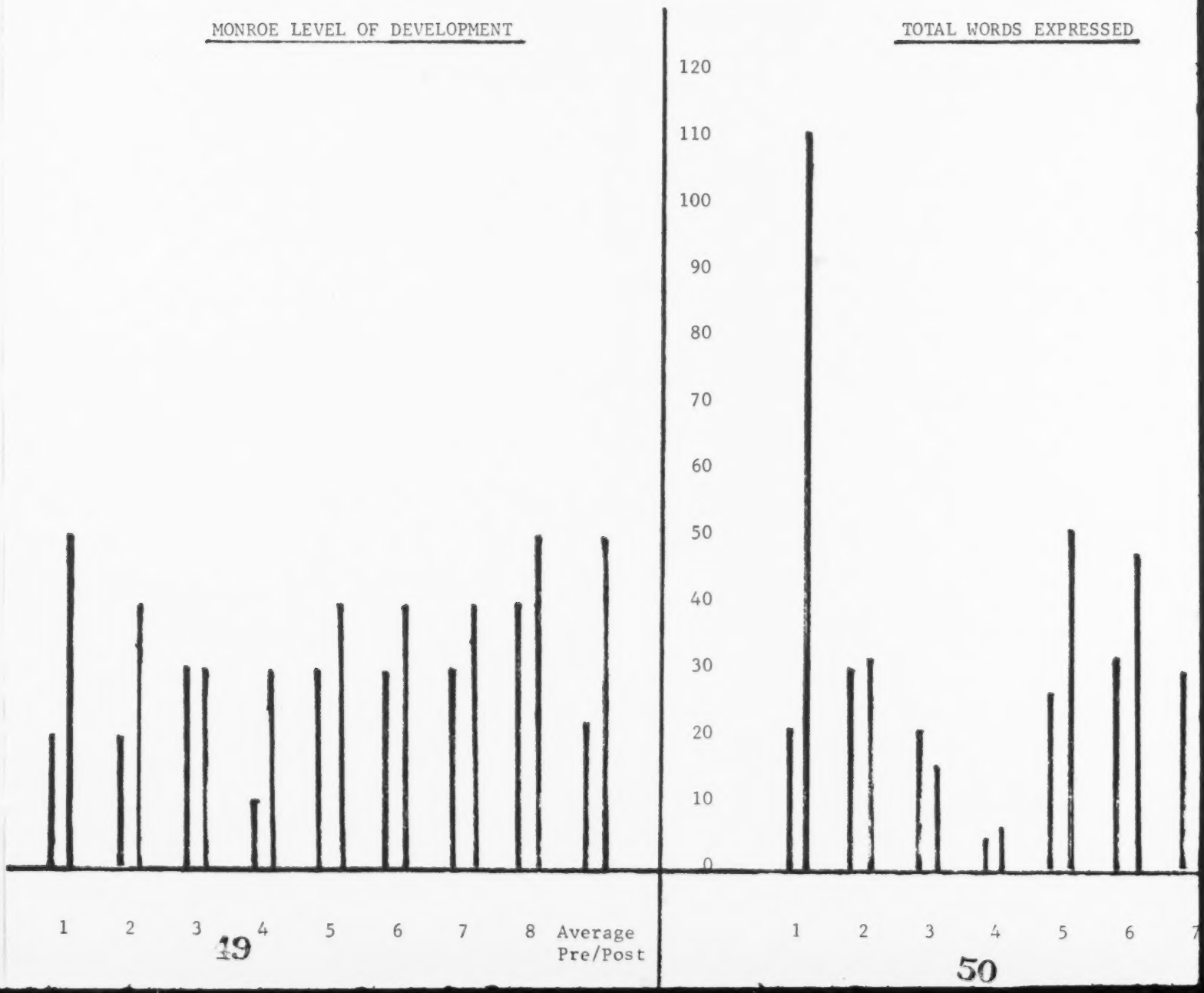

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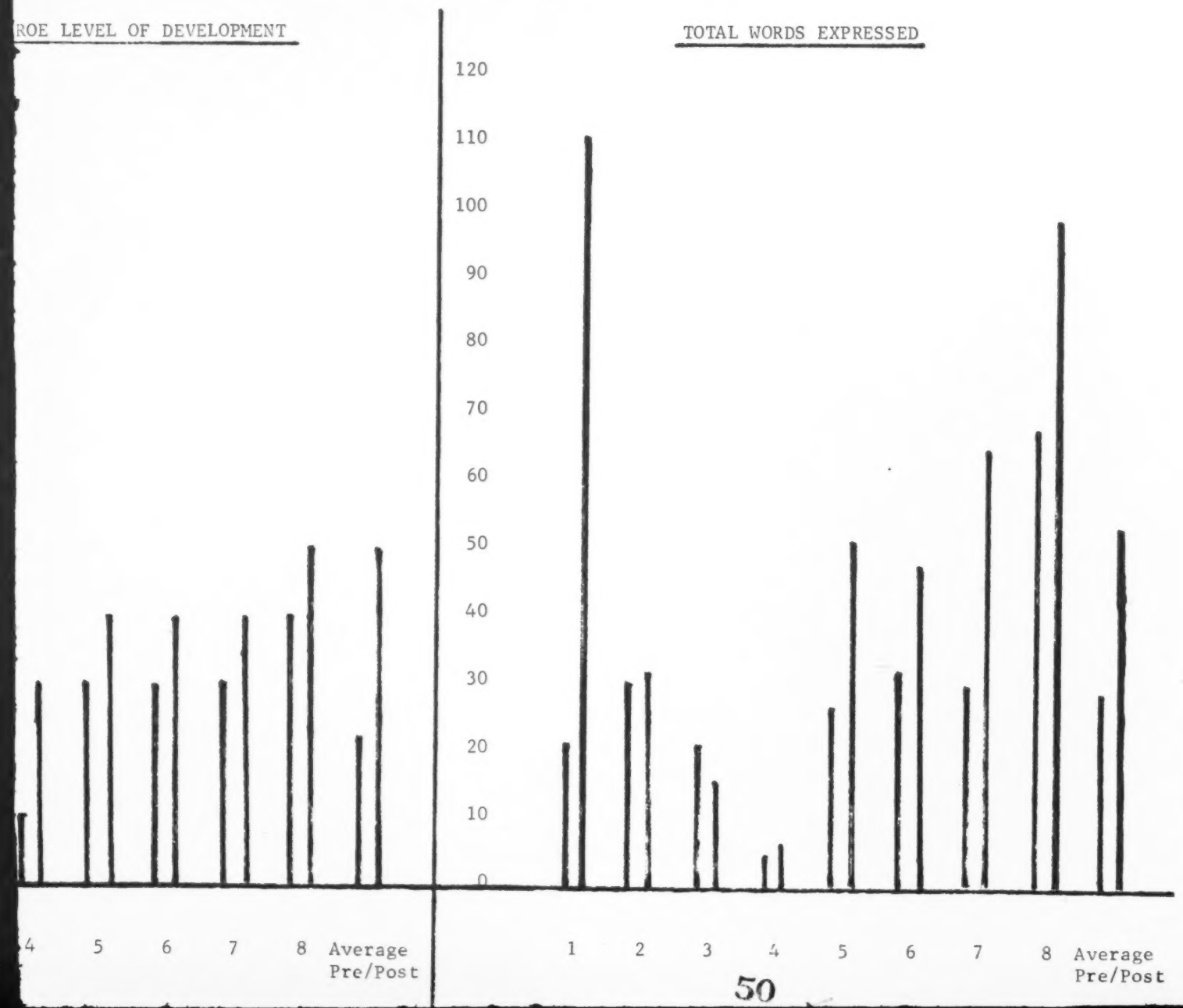

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